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ABSTRACT

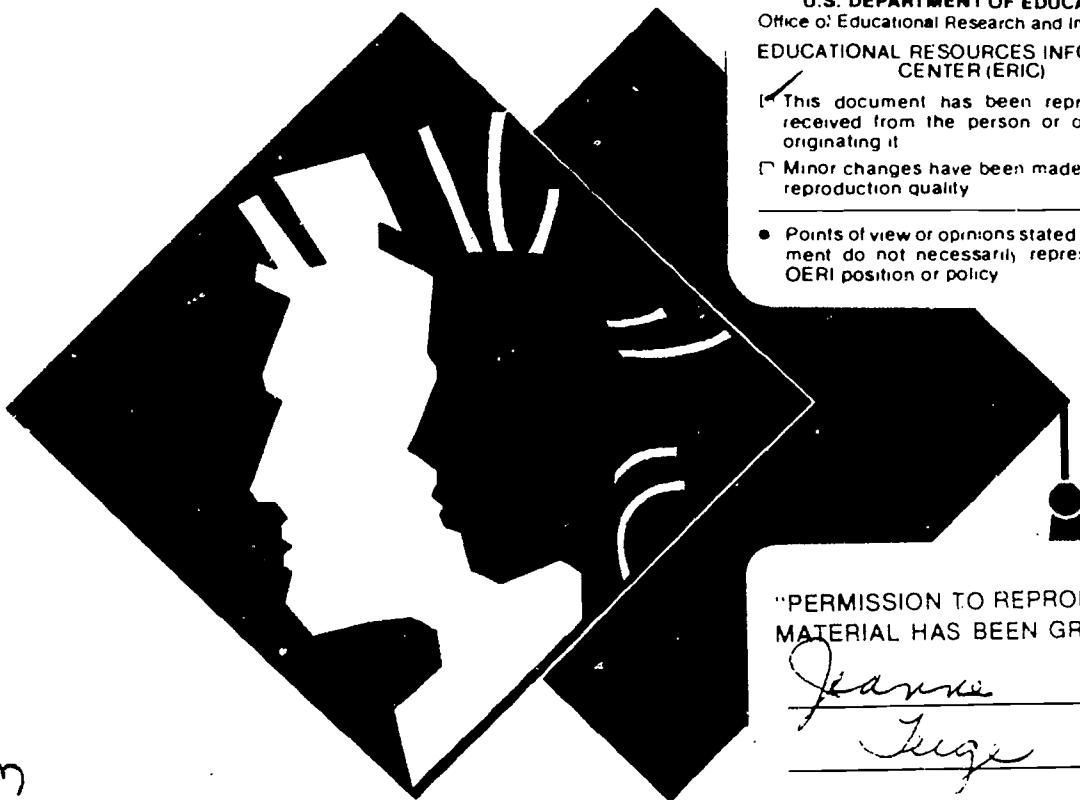
This checklist for use with students who have disabilities outlines essential steps in the transition from secondary education to employment, postsecondary education, and independent living environments. The checklist is presented in a sequential approach covering grades 8 through 12, or ages 13-14 through 17-21. Grade 8 activities focus on starting a career portfolio, creating student and family awareness of the importance of long-range future planning, and developing a transition plan as an integral part of the Individualized Education Program. Grade 9 activities call for updating some Grade 8 items and also encouraging work experiences. Grade 10 activities begin to focus on postsecondary education, as they include looking at postsecondary catalogs and taking courses required for admission to postsecondary programs. In grade 11, students are encouraged to prepare to take college admissions tests, attend Career and College Fairs, and complete applications for needed adult services. In grade 12, students review vocational and residential options, prepare a resume, apply to postsecondary institutions, develop a long-term financial support plan, and other activities. (JDD)

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NORTH DAKOTA

A TRANSITION CHECKLIST



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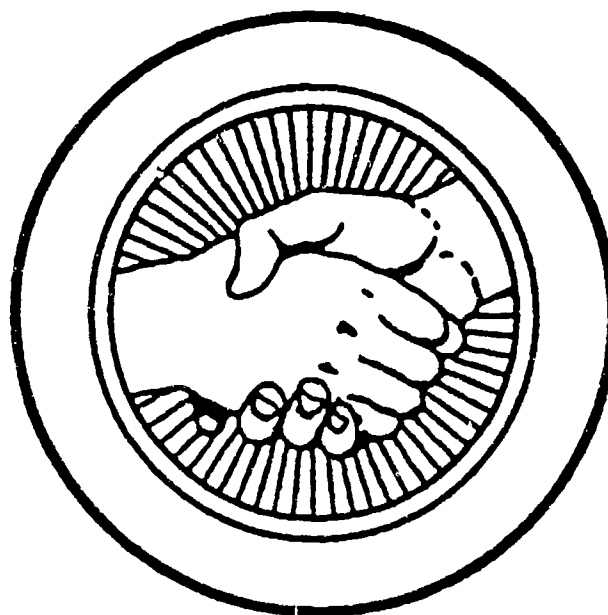
Student's Name

November 1994

EC 303743

TransND

The North Dakota Transition Project



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GRADE 8 • AGES 13-14

- **Start a Career Portfolio/Transition File**
 - self awareness activities
 - self determination activities
 - exploring life options
 - setting long range life goals
 - career interest inventory
 - personal data
- **Informal assessment survey of futures planning by parent, student and teacher**
- **Create awareness with student and family of importance of long range future planning (why it is important to think about the future)**
- **Identify potential adult living, working, and educational environments**
- **Develop transition plan as an integral part of the IEP**
 - involve the individual and family in development of the IEP
 - identify and invite representatives from youth and adult services to the planning meeting as appropriate, based on the student's needs (VR, DD, Job Service)
 - use the student's identified transition direction and future living, working, and educational environments (long range goals) to drive the IEP Transition Planning Process
 - include annual goals and short term objectives to assist student in meeting their long range goals
 - based on student individual needs, goals and objectives must be developed and implemented in the five transition components:
 1. jobs and jobs training
 2. recreation and leisure
 3. home/independent living
 4. community participation
 5. post-secondary training and learning opportunities
- **Investigate need for driver's license/photo ID**
- **Verify Social Security number**
- **Consider aptitude testing based on individual student needs**
- **Encourage in school work experiences through community based education or Job Service (JTPA)**
 - Job shadow

GRADE 9 • AGES 14-15

- **Update Career Portfolio Transition File**
 - self awareness activities
 - self determination activities
 - exploring life options
 - setting long range life goals
 - career interest inventory
 - personal data
- **Informal assessment survey of futures planning by parent, student and teacher**
- **Update potential adult living, working, and educational environments**
- **Update skills individual already possesses to reach his/her goals and those skills he/she needs to develop**
- **Develop transition plan as an integral part of the IEP**
 - involve the individual and family in development of the IEP
 - identify and invite representatives from youth and adult services to the planning meeting as appropriate, based on the student's needs (VR, DD, Job Service)
 - use the student's identified transition direction and future living, working, and educational environments (long range goals) to drive the IEP Transition Planning Process
 - include annual goals and short term objectives to assist student in meeting their long range goals
 - based on student individual needs, goals and objectives must be developed and implemented in the five transition components:
 1. jobs and jobs training
 2. recreation and leisure
 3. home/independent living
 4. community participation
 5. post-secondary training and learning opportunities
- **Investigate need for driver's license/photo ID**
- **Apply to Social Security Administration for benefits**
- **Apply for Medical Assistance through County Social Services**
- **Encourage work experiences through Community Based Education or Adult Services (VR / Job Service)**
 - job seeking and keeping skills to include grooming and appropriate interviewing
 - job shadowing
 - in school work experience

- Establish graduation date
- Explore transportation options
- Consider aptitude testing based on individual student needs
- Assume responsibility from parents for major components of educational planning and follow-up
 - facilitate own IEP meeting
- Develop a four year educational plan with counselor that meets student's career goals
- Assess educational and personal strengths
- Talk with parents and other adults about educational and career goals
- Explore the amount of educational training required for desired career
- Review vocational options

GRADE 10 • AGES 15-16

- **Update Career Portfolio Transition File**
 - self awareness activities
 - self determination activities
 - exploring life options
 - setting long range life goals
 - career interest inventory
 - personal data
- **Informal assessment survey of futures planning by parent, student and teacher**
- **Update potential adult living, working, and educational environments**
- **Update skills individual already possesses to reach his/her goals and those skills he/she needs to develop**
- **Develop transition plan as an integral part of the IEP**
 - involve the individual and family in development of the IEP
 - identify and invite representatives from youth and adult services to the planning meeting as appropriate, based on the student's needs (VR, DD, Job Service)
 - use the student's identified transition direction and future living, working, and educational environments (long range goals) to drive the IEP Transition Planning Process
 - include annual goals and short term objectives to assist student in meeting their long range goals
 - based on student individual needs, goals and objectives must be developed and implemented in the five transition components:
 1. jobs and jobs training
 2. recreation and leisure
 3. home/independent living
 4. community participation
 5. post-secondary training and learning opportunities
- **Investigate need for driver's license/photo ID**
- **Consider part time work experiences through Job Service (JTPA), and/or other community businesses**
- **Consider guardianship or conservatorship, if appropriate**
- **Ask guidance counselor about taking interest and aptitude tests**
- **Meet with counselor to discuss the results of achievement, interest, and aptitude tests and to understand how the results relate to career goals**

- Look at catalogs for post-secondary institutions
- Take courses that lead to career goal
- Take courses that are required for admission to the post-secondary institution and/or program of student's choice
- Encourage work experience through Community Based Education or Adult Services (VR / Job Service)
 - job seeking and keeping skills to include grooming and appropriate interviewing)
- Consider aptitude testing based on individual student needs
- Review vocational options

GRADE 11 • AGES 16-17

- Update Career Portfolio Transition File**
 - self awareness activities
 - self determination activities
 - exploring life options
 - setting long range life goals
 - career interest inventory
 - personal data / work history / resume
- Informal assessment survey of futures planning by parent, student and teacher**
- Update potential adult living, working, and educational environments**
- Update skills individual already possesses to reach his/her goals and those skills he/she needs to develop**
- Develop transition plan as an integral part of the IEP**
 - involve the individual and family in development of the IEP
 - identify and invite representatives from youth and adult services to the planning meeting as appropriate, based on the student's needs (VR, DD, Job Service)
 - use the student's identified transition direction and future living, working, and educational environments (long range goals) to drive the IEP Transition Planning Process
 - include annual goals and short term objectives to assist student in meeting their long range goals
 - based on student individual needs, goals and objectives must be developed and implemented in the five transition components:
 1. jobs and jobs training
 2. recreation and leisure
 3. home/independent living
 4. community participation
 5. post-secondary training and learning opportunities
- Investigate need for driver's license/photo ID**
- Consider part time work experiences through Job Service (JTPA), and/or other community businesses**
 - Voc. Ed. Cooperative work experience
 - Voc. Ed. group class
- Complete eligibility/application process for needed adult services, if not already accomplished**
 - establish a rapport by making and keeping appointments with identified agency representatives

- Explore possible programs with friends, guidance counselors, parents, and teachers
- Visit the post-secondary institutions of interest
- Prepare to take the ACT or SAT
- Take courses that lead to career goal
- Take courses that are required for admission the post-secondary institution and /or program of your choice
- Plan the courses that will be taken as a senior that will enhance success in life or at the post-secondary institution of your choice
- Encourage work experiences through Community Cased Education or Adult Services (VR / Job Service Voc. Ed. Cooperative)
 - job seeking and keeping skills to include grooming and appropriate interviewing
 - job seeking skills, networking
- Consider aptitude testing based on individual student needs
- Attend Career and College Fairs
- Review vocational options

GRADE 12 • AGES 17-21

- ___ **Prepare resume**
- ___ **Informal assessment survey of futures planning by parent, student and teacher**
- ___ **Update potential adult living, working, and educational environments**
- ___ **Update skills individual already possesses to reach his/her goals and those skills he/she needs to develop**
- ___ **Develop transition plan as an integral part of the IEP**
 - involve the individual and family in development of the IEP
 - identify and invite representatives from youth and adult services to the planning meeting as appropriate, based on the student's needs (VR, DD, Job Service)
 - use the student's identified transition direction and future living, working, and educational environments (long range goals) to drive the IEP Transition Planning Process
 - include annual goals and short term objectives to assist student in meeting their long range goals
 - based on student individual needs, goals and objectives must be developed and implemented in the five transition components:
 1. jobs and jobs training
 2. recreation and leisure
 3. home/independent living
 4. community participation
 5. post-secondary training and learning opportunities
- ___ **Investigate need for driver's license/photo ID**
- ___ **Consider part time work experiences through Job Service (JTPA), and/or other community businesses**
- ___ **Review residential options**
 - apply for appropriate programs
- ___ **Review vocational options**
- ___ **Evaluate transition related assessments**
 - are they up to date?
 - vocational assessment
- ___ **Develop long term financial support plan, if appropriate**
 - discuss taxes and insurance issues

- ___ **If male, register for selective service**
- ___ **Give student his/her Career portfolio/transition file**
- ___ **During special education termination conference, list all agency services offered for family involvement**
 - list contact person and telephone number
- ___ **Visit the post-secondary institution of interest**
 - ask admissions officer for the name of the office that serves students with disabilities
- ___ **If applying at military academies or for ROTC scholarships, submit application by the October or November deadline**
- ___ **Attend the local Career and College Fair and visit with the representatives for the post-secondary institutions**
- ___ **Fill out applications for post-secondary institutions**
- ___ **Attend financial aid information sessions**
- ___ **Have parents complete the Free Application for Federal Student Aid form and submit it after January 1**
- ___ **Have school send full transcript to the post-secondary institution where you have been accepted**
- ___ **Respond by the specified deadline to financial aid award notices**
- ___ **Encourage work experiences through Community Based Education or Adult Services (VR / Job Service)**
 - job seeking and keeping skills to include grooming and appropriate interviewing
 - job seeking skills, networking
- ___ **Consider aptitude testing based on individual student needs**

NOTES